

**RACIAL INJUSTICE IN KATHRYN STOCKETT'S
THE HELP
(A SOCIOLOGICAL APPROACH)**



A Thesis

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ABSTRACT

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The research is proposed to analyze a racial injustice in Kathryn Stockett’s *The Help* novel by Sociological Approach. There are three objectives: the first is to find the kinds of racial injustice in the novel, the second is to find the cause of racial injustice, and the third is to analyze the relationship between racism in *The Help* and racism in the real condition of black people in the South America in 1960s in literary study and to fulfill the requirement for getting Bachelor Degree in English Department.

This research is a qualitative study, using the novel of Kathryn Stockett’s *The Help* as the object of analysis. The researcher just used the novel *The Help* as the main data source in this research. The method of data collection is library research by summarizing, paraphrasing, and documenting the data. The technique of data collection is descriptive. The outcome of the study shows that the novel illustrates a racial injustice and the condition of the Black people in the 1960s. That is why Kathryn Stockett criticizes that condition which is the reflection of her real childhood in 1960 in Southern State of America.

In this research, the researcher found for kinds of racial injustice faced by the Black people in the novel which are discrimination, prejudice, segregation and expulsion. The researcher also found the causes of racial injustice in the novel which are divided into social structural factor and social psychological factors. The relation between racial injustice in the novel and the real condition in South America in 1960s was reflected in Jim Crow law which is the rule of separating Black and White and also rule that explain what the Black should do or not, and the moment of Medgar Evers death; the civil right movement figure in 1960s.

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CHAPTER I

INTRODUCTION

A. Background

Literature is a term used to describe written or spoken material. Broadly speaking, literature is used to describe anything from creative writing to more technical or scientific works, but the term is most commonly used to refer to works of the creative imagination, including works of poetry, drama, fiction, and nonfiction (Stowe, 1998: 34).

Literature represents a language or a people: culture and tradition. Yet, literature is more important than just a historical or cultural artifact. Literature introduces us to new worlds of experience. Readers learn about books and literature; they enjoy the comedies and the tragedies of poems, stories, and plays; and they may even grow and evolve through literary journey with books (Stowe, 1998:37).

Literature could be objectively defined as fact. It leaves the definition of literature up to how somebody decides to read, not the nature of what is written (Eagleton, 1983:8). Literature is simply another way we can experience the world around us through our imagination.

According to some definitions of literature above, the researcher could make a conclusion that literature is a picture of real life which describes many

aspects of life and problems of life, sentence by sentence contain of moral messages.

One of literary works is novel that will be the object of this research. Novel is one of people's creativity that is expressed by written sentences. Then, it is also known that beside as human creativity, novel has social function. Watt in Endaswara (2008:81) said that the social functions of novel are related to the questions how far literary works' value related to social value and how far the social value are related to literary works' value.

Annie Dillard (1983: 56-57) in her book entitled *Living by Fiction* stated that fiction written is a form of interest in their period's intellectual. She said in her theory of "the fiction of possibility": "Fiction, like painting, intrinsically deals with the nature of perception. And fiction intrinsically deals with the world." From the Dillard explanation above means that literature is a mirror of live which influences the literary works deals with the period.

Novel is part of literature which tells about life in society which combines with two elements namely imaginative which exist in each characters of novel and imitative as the imitation or describing of real life. Novel often presents the documentary picture of life. It looks at the people in their society. As the presentation of documentary picture of life, many people have conducted some researches on novel by using various literary theories,

including racism found in South America, United States in *The Help* novel by using sosiological approach.

The Help by Kathryn Stockett is novel that became the object of this research, deals with racism in America. It refers to a legalized system of domination of one ethnic group to another. It includes humanity's right, and how they cooperate to fight it although their lives is in danger. In this case they pictured African-American people that were treated unfair in the 1960's.

Racism as one of social conflict in this novel is one famous topic in the society which is talked many times by the people. Beside becomes the topic of discussion, the people can easily watch and feel it in their environment, books and even in some works of literature. There are many people which are treated differently by the other people because of their skin color or race. Literature as the reflection of reality also shows this phenomena and it becomes the exiting topic to be research.

Racism is a complicated problem which formed a dilemma. The problem is shown in Kathryn Stockett's which makes us open our mind about the human rights. The theme of prejudice in *The Help* novel is much more than just a case of black and white. The story of the novel teaches us many lessons. Someone of a different race was treated unfairly just because they are a different color such nature of racism (biological concept of racism, sociological concept of racism, and types of race relation) or someone could have been given special privileges because of their race.

The Help novel which was written by Kathryn Stockett shows of many types of racism in United States reflected in the real condition in that period. There are many things of racism and discrimination. This novel is very close with social life and problem. However, this novel more inspired from history of racism in America at that time.

The researcher used sociological approach to analyze this novel. This approach is used in this research because the researcher sees that it is the only one that can help the researcher to know the social condition in the place taken as the setting of the novel. It is hoped this research can provide new experience for the readers and guide them to understand the social condition that happens or maybe happens in their environment which than make them easy to have good interaction or brings some idea or action to make the social condition better.

In the development of literary research, most of sociological approach applied in some novels which bring the idea of racism or racial discrimination. This idea is shown in many novels especially American novels that captured the social condition in which the novel made.

Motivated by the fact in the novel above, the researcher is interested in conducting the mayor theme of the *The Help* novel, namely racial injustice. Therefore, the researcher used Sociological approach as the appropriate approach in this research. It is an approach which gives attention to the social stratification, discrimination, and racism, especially in racial injustices as the

background of the story in the novel. The research is given a title: **Racial Injustice in the Kathryn Stockett's *The Help* Novel: A Sociological Approach.**

B. Problem Statement

The problem of this thesis is racial injustice portrayed in *The Help* novel. From this problem the researcher make research questions as follows:

1. What kinds of racial injustice faced by the black people in Kathryn Stockett's *The Help*?
2. What are the causes of racial injustice found in Kathryn Stockett's *The Help*?
3. What is the relationship between racial injustice in Kathryn Stockett's *The Help* and Racism in the real condition of black people in the South America in 1960s?

C. Objective of Research

The objectives of the study based on the research questions above are as follows:

1. To know the form of racial injustice faced by the black people in Kathryn Stockett's *The Help*.
2. To know the causes of racial injustice found in Kathryn Stockett's *The Help*.
3. To find out the relationship between racism in Kathryn Stockett's *The Help* and racism in the real condition of black people in the South America in 1960s.

D. Significance of Research

This research will give contribution to the development of the large knowledge, particularly the literary study on Kathryn Stockett's *The Help* novel. This research will also give contribution for everyone who would like to make research on the racism, what are its kinds, the causes and what is the relationship between racism in *The Help* and racism in the real condition of black people in the South America in 1960s. It is also hoped to give some contribution for the next researcher who would like to make further research about Kathryn Stockett's *The Help*, or the other research that uses the sociological approach.

E. Scope of Research

In this research, the researcher focused on analyzing kinds of racial injustice faced by the black people which is the social condition of the novel by using sosiological approach. The researcher also found out the relationship between racism happened in the novel and the real conditon of black people in South America in 1960s and the causes of racism happened in Khatryn Stockett's *The Help*. So, other aspects of the novel outside it, will not be discussed in this research.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Finding

Before conducting this research, there are some researches found related to this research to be compared with.

Aeni (2009) in her thesis under the title “Racial Discrimination Reflected in Edward P. Jones’s *The Known World*”. In her thesis, she found various forms of racial discrimination in Edward P. Jones’ *The Known World*, they are racial discrimination in social issues, racial discrimination in politics, racial discrimination in education, racial discrimination in economy.

Amna (2007) in her thesis under the title “*Native American Racism in James Fenimore Cooper’s The Last of The Mohicans*”. She focused on elaborating of the way how the Whites treat the Native American and also the way how the Native responds the Whites’ treatments. From the research, she found two kinds of racial treatment faced by the Native American, they are prejudice and segregation while the cause of it is the Native’s appearance, customs and manners which are different from the White.

Laili (2007) in her thesis under the title “*White’s Racism Faced by Afro-Americans Depicted in Sue Monk Kidd’s The Secret Life of Bees*”. It is about racism happened in Afro-Americans which concern of Negro Afro-American. She explains about suppression Negro Afro-American. She

focused in their classes and ethnic which there are deviations of racial discrimination that the Negro Afro-American was marginalized by the White.

The similarity between the three previous researchers above and the research which is done by the writer is analyzing about racism, while the differences are the first research has quite larger issue of form of racial discrimination, beside this research tried to focus on the specific scale of racial injustice in social issue. The second, focused on racism of white toward the native american, but in this research researcher wanted to analyze racist treatment of white to the black people. And the last is about racism in social structure and culture, where it is different with this research that the researcher focuses to analyze racism towards Black which the researcher interested to find the kinds of racism, the cause, and also the relationship between racial injustice happened in the novel and in the real condition in South America in 1960s.

B. Sociological Approach

In *Towards a Sociology of The Novel* Lucien Goldman (1977:6) says that basically, the novel, for the first part of its history, was a biography and a social chronicle reflected to a greater or lesser degree the society of the period.

From the the statement above it can be seen that the first problem that a sociology of the novel should have confronted is that of the relation between the novel form itself and the structure of the social environment in which it developed . In other words, the novel presents the form of an

independent structure, depending on the place of origin created so that the forms can be relatively different.

Sociological approach focuses on the problems of human being. Goldmann said in Endaswara (2008: 78) there are some kinds of sociological approach, they are *first*, the research which sees the work of literature as social documentation which reflects the condition in which the works are created, *second*, the research that sees the work of literature is the mirror of the social condition in which the writer writes the works, *third*, the research that sees that the work of literature is manifestation of historical moments and social and cultural condition. These three can be mixed together in one research which uses the sociological approach.

Sociological approach is one approach in studying literature which has reflective attitude. It then assumes that the good work of literature is the work which can success reflect the era in which it is born. Elizabeth and Burns said that the important perspective of sociological approach is that literature is not only the effect of social causes but also the cause of social effect. It shows the relation between sociology and literature, these two influence each other (Endaswara, 2008: 78).

Djoko Sapardi Damono in Faruk (2012:5) expresses some opinions about the wide range of approaches to literature. From Wellek and Werren he found at least three different types of approaches in the sociology of literature, the authors questioned the sociology of social status, social ideologies and others concerning the author as a producer of literary work

itself, and the sociology of literature and readers concerned about social influence literature. From Ian Watt, Sapardi also found three different kinds of approaches; *first*, the social context of the author; *second*, literature as a mirror of society and the *third* is social function of literature.

C. Racism

Racism is generally defined as actions, practices, or beliefs that reflect the racial worldview: the ideology that humans are divided into separate and exclusive biological entities called "[races](#)". This ideology entails the belief that members of a race share a set of characteristic traits, abilities, or qualities, that traits of personality, intellect, morality, and other cultural behavioral characteristics are inherited, and that this inheritance means that races can be ranked as innately [superior](#) or inferior to others (Schaefer, 2008:1113).

Racism is the belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race (Macionis, 2007: 57).

Racism is organised system of oppression of one so-called inferior racial group to the benefit of a superior group built into the institutional structure of society. Racism is much more than cultural prejudice or xenophobia towards another group. Racism reflects power relations within any given society's social structure and is buttressed by a powerful and widely diffused ideology determining not just the opportunities available to

allegedly superior and inferior groups, but fundamentally shaping individual identity itself (Brown and Webb, 2007:7).

Racism is another dimension of alienating violence in the economy of capitalism. Racism is essentially a social phenomenon and its role as the ideology of capitalist society (Salmi, 2003:204).

The basic function of racism is the ideological justification for the domination and exploitation as well as the structure of the unjust and inequitable as a result of the domination and exploitation. C.Guillaumin also said that the process of rationalization of human exploitation with the robbery and use of energy to work and produce, and value the physical quality of people with money (Salmi, 2003:206).

According to some definitions about racism above, the researcher can take a conclusion that racism is a belief that some races are superior or better than the other races and have the right to rule the other.

Americans adopted the idea of [Social Darwinism](#) when comparing blacks and whites. It was thought that marriage or intimacies between colored and non-colored people would destroy the white race (McNulty:2008, 1).

In this case, the researcher will explain about the kinds of racial injustice. Racial injustice exists because the majority group (whites) could not accept the unity and they feel that their group is best. They have a power to fighting back unification culture. The majority group considerate that they are the best groups that must be obeyed by the minority groups (blacks). And the

minority feels perforce to do it. To know the kinds of racial injustice, the following is the description.

1. Discrimination

Discrimination is the result of class conflict in society. This conflict is the engine that drives social change. Sometimes societies change a slow, evolutionary rate. But they may erupt in rapid, revolutionary change. In the struggle to change the social life and status, the discrimination is often happens (Macionis, 1987: 56).

Discrimination is the difference treatment among individuals in the basic of their membership in categories. Rodney considerate that discrimination done as a rejection form that could not collected. They have self importance (Wordsworth, 1985:256).

Usually, discrimination causes stereotype attitudes that it is a common one which can be a part of the society's culture. For example; most people stereotype to poor people that they do not want to hard work. In America especially, most white people have stereotype to black people that black people is primitive people who has low culture and they put them in lower class.

2. Prejudice

Prejudice is a pre-judgment in the sense that it is judgment concerning objects and persons not based upon knowledge or experience. Prejudice, according to Brown in his book entitled *Prejudice in Social Physiology*, is a judgment or opinion formed before hand or without due

examination. The most elemental manifestation of prejudice in this broad meaning of the word is to be found in the personal likes and preferences and antipathies which everyone exhibits in regard to food, clothes, and the art as well as persons (Frazier, 1957:665).

Simpson and Yinger in Lauer (2004: 227) also said that prejudice legitimates different treatment of group members and helps to perpetuate white dominance. Prejudice is an individual characteristic, but its causes lie outside the individual because no one is born with prejudice.

3. Segregation

The spatial and social separation of a minority group from the majority group, forcing the minority group to live in inferior condition is a form of segregation. Segregation in this form is make the minority group tortured because they live in the dominant society which has different opinion, behavior and culture. This matter the majority group could not open minded to the minority group that untrue if quality sees in their race.

Segregation is unfair for the minority group which stingy racial discrimination form. Substantively, it is contravene of human right for the minority. In segregation seems the minority does not exist. Segregation is a process of isolation that includes many aspects.

Thio (1991: 177) classifies the exertion isolation from the majority group to minority group into two classifies; de facto and de jure. First is de facto that segregation is a form of the result from tradition and custom residue. For example; the legacy history of Jewish segregation influences

the majority group to do same way. Second is de jure that segregation is done because the law is carrying as and legalize segregation. For example; segregation happened in apartheid which makes the Negro evicted.

Segregation often allowed close contact in hierarchical situations, such as allowing a person of one race to work as a servant for a member of another race. Racism in the form of segregation could minimization with an agreement between the dominant and the minority. This problem is never end without the hard effort from the minority. However, the minority could do this alone, they needs a mediator to make agreement.

4. Expulsion

Expulsion is done when someone has a fatal guiltiness that could not be forgiven. In racism, expulsion is a hard reaction of the difference on the minority in their society which stingy decision. This decision is attacked clean something which they feel that it is dirty and in this case, the minority is considered a dirty. They should do stingy decision because they believe that the minority could influence them and getting of best of the all aspects in life. The majority group considered that the minority endanger.

Besides, the majority also believe that the minority is a primitive group that they could not cooperate and collaborate because they were left behind than the majority group. The minority have not capability and change. This decision refers to Darwinism toward indigene which they are

as minority group. This decision could not be negotiable because they believe that they must expel the minority group that it is a right way.

Expulsion happened since long time ago when American government forced the Cherokees to leave their homes in Georgia because Czarist Russia drove out millions of Jews. This history that is explained by Thio (1991:177-178) which expulsion is done by the majority group toward the minority group to leave the country.

D. The Cause of Racial Injustice

The cause of racism is the attendance of the belief that some racial group are inherently inferior to others. In *Social Problems & The Quality of Life* Lauer (2004: 222) said that this cause was supported by some factors, they are social structural factors and social psychological factors. In social structural factor, minorities are kept clustered in the lower levels of the stratification system and are exploited by the normal policies and practices of institutions, including mass media, education, economy and government. Social psychological factors of attitudes, values, and ideologies of both the white majority and the minorities compound the structural discrimination. While the social structural factors lead to devaluation of minorities, the social psychological factors can lead to self-defeating behavior on the part of minorities.

1. Social Structural Factors

The black as the minority occupies a low position in the stratification system. As minorities, they have some characteristics which

the lower class has. Even they achieve higher socioeconomic levels still face various disadvantages and assaults on their dignity. The disadvantages are not always due to biased individuals. The term institutional racism was coined to refer to the fact that established policies and practices of social institutions tend to perpetuate racial discrimination. It means whether or not the people involved are prejudiced or deliberate in their discriminatory behavior, the normal practice and policies themselves guarantee that minorities will be short-changed.

Thus, the social structure has tended to create and perpetuate superior and inferior partners of interaction because of the clustering of minorities in low status, low power roles in institutions. The minorities have lacked the power to exercise control over the institutions and have failed to receive the full benefits to participation in that institutions. The policies and practices of economic institutions, like government, tend to maximize and perpetuate the well being of those who are dominant.

2. Social Psychological Factors

Social psychological factors which support racism become racial discrimination stereotypes. Lauer (2004: 228) stated that one of the most common causes of racism is stereotypes. Stereotypes that reinforce prejudice and discriminatory behavior also continue. The fact that virtually all whites hold some negative stereotypes and assumptions about African Americans and other racial-ethnic minorities called silent racism. Through television, through radio, through the internet, through

music, through books, and the like, the potential for stereotypes to build are a definite possibility. When a person, especially one that is very young, is exposed to stereotypes of a specific group for the first time, then that person will assume all are that way. Likewise, when a source is constantly displaying negative things about a particular race, then that will affect the overall opinions as well.

E. Historical of Racism in South America in 1960s

Racism is the belief that the physical characteristics of a person or group determines their capabilities and that one group is naturally superior to other groups. Racism has been a major factor of society in the United States throughout its history. Racial prejudice has even been central to the development of American laws, basically legalizing white dominance over others.

The historical plight of black Americans presents a classic example of what happens when a group becomes defined as weaker and less intelligent and overall, less valued. As time passes, those prejudices become long-lasting behavior patterns carrying over from one generation to the next. They became highly resistant to challenge by social movements and even new laws banning discrimination (treating some differently than others or favoring one social group over another based on prejudices) against the minority. Discrimination means one group enjoys an undeserved advantage over another group with the same capabilities. For example, some groups may freely attend certain prestigious schools or

obtain better paying jobs while others are not. In the twenty-first century, blacks are still recovering from centuries of prejudice against them. Injustices in the present have strong roots in the past (Rudd, 2007:333)

The 1960s were a time where the world was changing. Music was changing, politics were changing, and people were changing. But one problem seemed to remain in society which is racism. Although the 1960s were the era of the Baby Boom, the racist segregation did not subside. Although segregation thrived through Jim Crow Laws, Martin Luther King Jr. and Malcolm X and Medgar Evers fought hard against it. This segregation leads to possibly the world's greatest achievement, the African-American Civil Rights Movement.

Kennedy (1990:216-217) said that the Jim Crow system was undergirded by the following beliefs or rationalizations: Whites were superior to Blacks in all important ways, including but not limited to intelligence, morality, and civilized behavior; sexual relations between Blacks and Whites would produce a mongrel race which would destroy America; treating Blacks as equals would encourage interracial sexual unions; any activity which suggested social equality encouraged interracial sexual relations; if necessary, violence must be used to keep Blacks at the bottom of the racial hierarchy. The following Jim Crow etiquette norms show how inclusive and pervasive these norms were:

- a. A Black male could not offer his hand (to shake hands) with a White male because it implied being socially equal. Obviously, a Black male could not offer his hand or any other part of his body to a White woman, because he risked being accused of rape.
- b. Blacks and Whites were not supposed to eat together. If they did eat together, Whites were to be served first, and some sort of partition was to be placed between them.
- c. Under no circumstance was a Black male to offer to light the cigarette of a White female -- that gesture implied intimacy.
- d. Blacks were not allowed to show public affection toward one another in public, especially kissing, because it offended Whites.
- e. Jim Crow etiquette prescribed that Blacks were introduced to Whites, never Whites to Blacks. For example: "Mr. Peters (the White person), this is Charlie (the Black person), that I spoke to you about."
- f. Whites did not use courtesy titles of respect when referring to Blacks, for example, Mr., Mrs., Miss., Sir, or Ma'am. Instead, Blacks were called by their first names. Blacks had to use courtesy titles when referring to Whites, and were not allowed to call them by their first names.
- g. If a Black person rode in a car driven by a White person, the Black person sat in the back seat, or the back of a truck.
- h. White motorists had the right-of-way at all intersections.

Stetson Kennedy, the author of *Jim Crow Guide*, also offered these simple rules that Blacks were supposed to observe in conversing with Whites:

1. Never assert or even intimate that a White person is lying.
2. Never impute dishonorable intentions to a White person.
3. Never suggest that a White person is from an inferior class.
4. Never lay claim to, or overly demonstrate, superior knowledge or intelligence.
5. Never curse a White person.
6. Never laugh derisively at a White person.
7. Never comment upon the appearance of a White female

Beside the Jim Crow law that has rule, in the 1960s the agitation for civil rights grew more radical and diverse in its protest strategies. The dominant protest strategies became direct action with civil disobedience, such as boycotts against white merchants. A figure of civil right movement in

1960's Medgar Evers had only limited knowledge of these protest strategies but willingly embraced them to advance the struggle.

On the morning of June 12, 1963, around 12:20 a.m., Medgar Evers arrived home from a long meeting at the New Jerusalem Baptist Church located at 2464 Kelley Street. He got out of his car, arms filled with "Jim Crow Must Go" T-shirts, and walked toward the kitchen door when a shot was fired from a high-powered rifle, striking Evers in the back. Myrlie heard the shot, ran outside with the children behind her, and saw Medgar lying face down in the carport. Next-door-neighbor Houston Wells heard the shot and called the police. The police arrived only minutes later and provided an escort as Wells drove Evers to the emergency room of the University of Mississippi Medical Center on North State Street. Evers died shortly after 1:00 a.m. of loss of blood and internal injuries (Davis, 2003).

F. Synopsis

The Help is set in the early 1960s in [Jackson, Mississippi](#), and told primarily from the first-person perspectives of three women: Aibileen, Minny, and Skeeter. Aibileen is an African-American maid who cleans houses and cares for the young children of various white families. Her first job since her own 24-year-old son, Treelore, died from an accident on his job is tending the Leefolt household and caring for their toddler, Mae Mobley. Minny is Aibileen's confrontational friend who frequently tells her employers what she thinks of them, resulting in having been fired from nineteen jobs.

Minnie's most recent employer was Mrs. Walters, mother of Hilly Holbrook. Hilly is the social leader of the community, and head of the [Junior League](#).

Eugenia "Skeeter" Phelan is the daughter of a prominent white family whose cotton farm employs many African-Americans in the fields, as well as in the household. Skeeter has just finished college and comes home with dreams of becoming a writer. Her mother's dream is for Skeeter to get married. Skeeter frequently wonders about the sudden disappearance of Constantine, the maid who raised her. She had been writing to Skeeter while she was away at college and her last letter promised a surprise upon her homecoming. Skeeter's family tells her that Constantine abruptly quit, then went to live with relatives in Chicago. Skeeter does not believe that

Constantine would just leave and continually pursues anyone she thinks has information about her to come forth, but no one will discuss the former maid. The life that Constantine led while being the help to the Phelan family leads Skeeter to the realization that her friends' maids are treated very differently from how the white employees are treated. She decides (with the assistance of a publisher) that she wants to reveal the truth about being a colored maid in Mississippi. Skeeter struggles to communicate with the maids and gain their trust. The dangers of undertaking writing a book about African-Americans speaking out in the South during the early '60s hover constantly over the three women.

Racial issues of overcoming long-standing barriers in customs and laws are experienced by all of the characters. The lives and morals of Southern socialites are also explored (Stockett, 2009).



CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In completing this research, the researcher used descriptive qualitative method. The method is applied by describing the data and analyzing them, related to the focus of analysis. According to Bogdan and Biklein (1982:2) in their book, qualitative research may be used either as the primary strategy for data collection, or in conjunction with observation, document analysis or other techniques.

The researcher tried to analyze this research descriptively that emphasizes on the racial injustice in the novel "*The Help*". The writer also used certain technique to get the data that is library research .

B. Data Source

There were two ways to acquire data in this thesis:

1. Primary data was the novel "*The Help*" which talks about racial injustice.
2. Secondary data are the information taken from some sources or literary texts to relate the topic. They are books, journals, thesis, and internet data.

C. Instrument of Research

In conducting the research, the researcher used note taking as the instrument. In other words, the writer observed and wrote down any important information related to the data in novel "*The Help*".

D. Procedure of Data Collection

As one procedure to solve the problem well, the researcher began the research with collecting the data. Here, the researcher took some steps.

The steps are begun by reading and understanding the novel *The Help*. From this step, the researcher found some general data relating with the condition of racial injustice happened in Kathryn Stockett's *The Help* in form of paragraphs, phrases and sentences. After this step, the researcher chose the data which only deals with the problems of the study; it is about the kinds of racial injustice and the cause of it and whether does or not the novel reflect the condition of racial injustice in South America in 1960s.

To make the process of writing the result of research easy, the writer in this step gave color or underline the sentences or paragraph which are used as data. The last step of data collecting was simplifying the data and to find the only appropriate data which can be analyzed to answer the research questions.

E. Technique of Data Analysis

Technique of data analysis of a literary research is always linked to the theory, concepts, and methods. The researcher used the theory in accordance with the principles of data analysis technique based on the sociological approach. Research target to the sociological approach is to understand the social condition of the novel was made and time. To find the author's view, the researcher used Goldman's theory. In Endaswara (2008: 78), Goldman says there are some kinds of sociological approach, they are

first, the research which sees the work of literature as social documentation which reflects the condition in which the works are created, *second*, the research that sees the work of literature is the mirror of the social condition in which the researcher writes the works, *third*, the research that sees that the work of literature is manifestation of historical moments and social and cultural condition.

Then, the researcher use some steps to analyze the data as follows:

1. The researcher tried to explore the data found and analyze it according to sociology concept of racial injustice. This step will help the researcher to find the kinds of racial injustice in Kathryn Stockett's *The Help*.
2. Analyzed the data to find the causes of racial injustice happened in the society described in the novel. So, the researcher must carefully classify which data are included to the kinds of racial injustice and which data are included to the causes of racial injustice.
3. Found the relation between the references to know does the racial discrimination told in the novel reflected the real condition in South America as the sociological research usually have to do.
4. Made conclusions based on the whole analysis. The conclusion covers all of the discussions in the research.

CHAPTER IV

FINDING AND DISCUSSION

Based on the objectives of the study, this chapter is divided into two parts. All of data analyzed below would give answer the research questions. In the first part, the researcher would like to present some data which are collected from novel *The Help*. And the data collection explained about racial injustice. It is about forms of racial discrimination attitudes appear in novel, which were experienced by the Black as portrayed in *The Help* as a rejection form for race relation.

The last part, the researcher compared the racial injustice occurred in the real condition of South America in 1960s and that revealed in *The Help* by Kathryn Stockett. The data are taken from many sources which tell the history of South America in 1960s as references to analyze the real condition and the complex problem; racial injustice in South America.

A. Finding

1. Racial injustice faced by the black people.

a. Discrimination

1. Data 1

"Oh Hilly, I wish you'd use the guest bathroom," say Miss Leefolt, rearranging her cards. "Aibileen doesn't clean in the back until after lunch."

"But the guest bathroom's where the help goes," Miss Hilly say. Nobody says anything for a second. Then Miss Walter nod, like she explaining it all. "She's upset cause the Nigra uses the inside bathroom and so do we" (Stockett, 2009:12-13).

2. Data 2

....."Elizabeth, if you had the choice," I hear Miss Hilly say, "wouldn't you rather them take their business outside?" (Stockett, 2009:13).

3. Data 3

"Rule Number One for working for a white lady, Minny: it is nobody's business. You keep your nose out of your White Lady's problems, you don't go crying to her with yours--you can't pay the light bill? Your feet are too sore? Remember one thing: white people are not your friends. They don't want to hear about it. And when Miss White Lady catches her man with the lady next door, you keep out of it, you hear me?

"Rule Number Two: don't you *ever* let that White Lady find you sitting on her toilet. I don't care if you've got to go so bad it's coming out of your hairbraids. If there's not one out back for the help, you find yourself a time when she's not there in a bathroom she doesn't use.

"Rule Number Three--" Mama jerked my chin back around to face her because that cake had lured me in again. "Rule Number Three: when you're cooking white people's food, you taste it with a different spoon. You put that spoon to your mouth, think nobody's looking, put it back in the pot, might as well throw it out.

"Rule Number Four: You use the same cup, same fork, same plate every day. Keep it in a separate cupboard and tell that white woman that's the one you'll use from here on out.

"Rule Number Five: you eat in the kitchen.

"Rule Number Six: you don't hit on her children. White people like to do their own spanking."

"Rule Number Seven: this is the last one, Minny. Are you listening to me? No sass-mouthing" (Stockett, 2009:50-51).

4. Data 4

"Your . . . father was white and your mother was . . . colored?"

"Yup," she said and smiled, snapping two pieces together.

I had so many questions--*Who* was he? *Where* was he? I knew he wasn't married to Constantine's mother, because that was against the law (Stockett, 2009:83).

5. Data 5

"What you get paid, how they treat you, the bathrooms, the babies, all the things you've seen, good and bad." She looks excited, like this is some kind a game. For a second, I think I might be more mad than I am tired.

"Miss Skeeter," I whisper, "do that not sound kind a dangerous to you?"

"Not if we're careful--"

"Shhh, please. Do you know what would happen to me if Miss Leefolt find out I talked behind her back?"

"We won't tell her, or anyone." She lowers her voice some, but not enough. "These will be private interviews."

I just stare at her. Is she crazy? "Did you hear about the colored boy this morning? One they beat with a tire iron for *accidentally* using the white bathroom?"

"She just look at me, blink a little. "I know things are unstable but this is--"

And my cousin Shinelle in Cauter County? They burn up her car cause she went *down* to the voting station" (Stockett, 2009:126-127).

b. Prejudice

1. Data 6

"You just tell Raleigh every penny he spends on that bathroom he'll get back when y'all sell this house." She nod like she agreeing with herself. "All these houses they're building without maid's quarters? It's just plain dangerous. Everybody knows they carry different kinds of diseases than we do....." (Stockett, 2009:14).

2. Data 7

"That's exactly why I've designed the Home Help Sanitation Initiative," Miss Hilly say. "As a disease preventative measure." I'm surprised by how tight my throat get. It's a shame I learned to keep down a long time ago.

Miss Skeeter look real confused. "The Home... the what?"

"A bill that requires every white home to have a separate bathroom for the colored help. I've even notified the surgeon general of Mississippi to see if he'll endorse the idea. I pass" (Stockett, 2009:14).

c. Segregation

1. Data 8

“.....Jackson's just one white neighborhood after the next and more springing up down the road. But the colored part a town, we one big anthill, surrounded by state land that ain't for sale. As our numbers get bigger, we can't spread out.....” (Stockett, 2009:19).

2. Data 9

The bus cross the bridge and make the first stop in the colored neighborhood. A dozen or so maids get off (Stockett, 2009:19).

3. Data 10

Constantine lived about a mile from our house, in a small Negro neighborhood called Hotstack, named after the tar plant that used to operate back there. The road to Hotstack runs along the north side of our farm, and for as long as I can remember, colored kids have walked and played along that mile stretch, kicking at the red dust, making their way toward the big County Road 49 to catch a ride (Stockett, 2009:76).

4. Data 11

My heart racing, I drive fast on the paved town roads, heading for the colored part of town. I've never even sat at the same table with a Negro who wasn't paid to do so (Stockett, 2009:174).

5. Data 12

I reach number twenty-five, Aibileen's house. I give one last look around, wishing I wasn't ten minutes early. The colored part of town seems so far away when, evidently, it's only a few miles from the white part of town (Stockett, 2009:174).

6. Data 13

I look out the window at the colored hospital go by,... (Stockett, 2009:20).

7. Data 14

That afternoon, Miss Celia and I make a list of what to cook that week, and the next morning I do the grocery shopping. But it takes me twice as long because I have to drive all the way to the white Jitney Jungle in town instead of the colored Piggly Wiggly by me since I figure she won't eat food from a colored grocery store and I reckon I don't blame her, with the potatoes having inch-long eyes and the milk almost sour (Stockett, 2009:54).

8. Data 15

"Go down to the State Street Library. They have a whole room full of Southern writers. Faulkner, Eudora Welty--" Aibileen gives me a dry cough. "You know colored folks ain't allowed in that library."

I sit there a second, feeling stupid. "I can't believe I forgot that." The colored library must be pretty bad. There was a sit-in at the white library a few years ago and it made the papers. When the colored crowd showed up for the sit-in trial, the police department simply stepped back and turned the German shepherds loose. I look at Aibileen and am reminded, once again, the risk she's taking talking to me. "I'll be glad to pick the books up for you," I say (Stockett, 2009:187).

d. Expulsion

1. Data 16

People know the book is about Jackson. I can't believe I forgot what a slow goddamn reader Hilly is. I'll bet she's telling people she's read more than she has. Now things are spinning out of control, a maid named Annabelle was fired... (Stockett, 2009: 500).

2. Data 17

"Spit. In my face. A Negro in my home. Trying to act white." I shudder. Who would ever have the nerve to spit at my mother?

"I told Constantine that girl better not show her face here again. Not to Hotstack, not to the state of Mississippi. Nor would I tolerate her keeping terms with Lulabelle, not as long as your daddy was paying Constantine's rent on that house back there."

"But it was Lulabelle acting that way. Not Constantine."

"What if she stayed? I couldn't have that girl going around Jackson, acting white when she was colored, telling everybody she got into a DAR party at Longleaf. I just thank God nobody ever found out about it. She tried to embarrass me in my own home, Eugenia (Stockett, 2009:440).

2. The Causes of racial Injustice Happened in Kathryn Stockett's *The Help*

a. Social Structural Factor

1. Data 18

Hilly strides over to me, hands me an envelope.

"For the newsletter next week. You'll be sure and get it in for me?"

That night, I work on the newsletter, wishing I was working on the stories instead. I go through the notes from the last League meeting, and come across Hilly's envelope. I open it. It is one page, written in Hilly's fat, curly pen:

Hilly Holbrook introduces the Home Help Sanitation Initiative. A disease preventative measure. Low-cost bathroom installation in your garage or shed, for homes without such an important fixture.

Ladies, did you know that:

- 99% of all colored diseases are carried in the urine
- Whites can become permanently disabled by nearly all of these diseases because we lack immunities coloreds carry in their darker pigmentation
- Some germs carried by whites can also be harmful to coloreds too Protect yourself. Protect your children. Protect your help.

From the Holbrooks, we say, You're welcome! (Stockett, 2009:192-193).

2. Data 19

"When Lulabelle was four years old, Constantine . . . " Aibileen shifts in her chair. "She take her to a . . . orphanage. Up in Chicago."

"An orphanage? You mean . . . she gave her baby away?" As much as Constantine loved me, I can only imagine how much she must've loved her own child.

.....

"Was it a colored orphanage or a white one?"

Because I am thinking, I am hoping, maybe Constantine just wanted a better life for her child. Maybe she thought she'd be adopted by a white family and not feel so different.

"Colored. White ones wouldn't take her, I heard. I guess they knew... maybe they seen that kind a thing before.

"When Constantine went to the train station with Lulabelle to take her up there, I heard white folks was staring on the platform, wanting to know why a little white girl was going in the colored car (Stockett, 2009:433-434).

b. Social Psychological Factors

1. Data 20

I am talking about the laws of this great state. Now, I want you to ask yourself, do you want Mae Mobley sitting next to a colored boy in English class?" Miss Hilly glance back at me doing my ironing. She lower her voice but Miss Hilly never knew how to whisper good. "Do you want Nigra people living right here in this neighborhood? Touching your bottom when you pass on the street?" (Stockett, 2009:352).

3. The Relationship Between Racial Injustice In Khatryn Stockett's *The Help* And Racial Injustice In The Real Condition Of Black People In The South America In 1960s

The racial injustice found in novel *The Help* portrayed the real condition in South America as follow:

1. Data 21

In the Mississippi History room, I search for anything remotely resembling race relations. I find only Civil War books, maps, and old phone books. I stand on tiptoe to see what's on the high shelf. That's when I spot a booklet, laid sideways across the top of the *Mississippi River Valley Flood Index*. A regular sized person would never have seen it. I slide it down to glance at the cover. The booklet is thin, printed on onionskin paper, curling, bound with staples. "Compilation of Jim Crow Laws of the South," the cover reads. I open the noisy cover page.

The booklet is simply a list of laws stating what colored people can and cannot do, in an assortment of Southern states. I skim the first page, puzzled why this is here. The laws are neither threatening nor friendly, just citing the facts:

No person shall require any white female to nurse in wards or rooms in which Negro men are placed.

It shall be unlawful for a white person to marry anyone except a white person. Any marriage in violation of this section shall be void.

No colored barber shall serve as a barber to white women or girls.

The officer in charge shall not bury any colored persons upon ground used for the burial of white persons.

Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them.

I read through four of the twenty-five pages mesmerized by how many laws exist to separate us. Negroes and whites are not allowed to share water fountains, movie houses, public restrooms, ballparks, phone booths, circus shows. Negroes cannot use the same pharmacy or buy postage stamps at the same window as me. I think about Constantine, the time my family took her to Memphis with us and the highway had mostly washed out, but we had to drive straight on through because we knew the hotels wouldn't let her in. I think about how no one in the car would come out and say it. We all know about these laws, we live here, but we don't talk about them. This is the first time I've ever seen them written down. Lunch counters, the state fair, pool tables, hospitals. Number forty-seven I have to read twice, for its irony.

The Board shall maintain a separate building on separate grounds for the instruction of all blind persons of the colored race (Stockett, 2009:210-211).

2. Data 22

The radio man come into tune, hollering, "*--almost ten years serving as the Field Secretary for the Ndouble- A-C-P. Still no word from the hospital but wounds are said to be--*"

"Who?" I say.

Minny stare at me like I ain't got my head on. "Medgar Evers. Where you been?"

"Medgar Evers? What happen?" I met Myrlie Evers, his wife, last fall, when she visit our church with Mary Bone's family. She wore this smart red-and-black scarf tied on her neck. I remember how she looked me in the eye, smiled like she was real glad to meet me. Medgar Evers like a celebrity around here, being so high in the NAACP.

"Set down," Minny say. I set in a wooden chair. They all ghost-faced, staring at the radio. It's about half the size of a car engine, wood, four knobs on it. Even Kindra quiet in Sugar's lap.

"KKK shot him. Front a his house. A hour ago."

I feel a prickle creep up my spine. "Where he live?"
 "On Guynes," Minny say. "The doctors got him at our hospital."
 "I . . . saw," I say, thinking a the bus. Guynes ain't but five minutes
 away from here if you got a car.
 ". . . witnesses say it was a single man, a white male, who jumped from
 the bushes. Rumors of KKK involvement are . . ."
 Now they's some unorganized talking on the radio, some people
 yelling, some fumbling round. I tense up like somebody watching us
 from outside. Somebody white. The KKK was here, five minutes
 away, to hunt down a colored man. I want a close that back door.
 "I was just informed," the announcer say, panting, "*that Medgar Evers
 is dead.*" "*Medgar Evers,*" he sound like he getting pushed around,
 voices round him, "*I was just told. Has died.*" (Stockett, 2009:218-
 219).

B. Discussion

1. Racial injustice faced by the black people.

a. Discrimination

The Help novel includes of some discriminations that shows on the sentences. Discrimination is the form rejection of behavior manifestation of prejudice. Discrimination gave sufferings in Black life in this novel was done by White. The discrimination explore how the White's treatment to Black or conversely.

In conversations of data 1 and data 2 described that a Black maid doesn't supposed to use the same bathroom as the White. That's why Elizabeth was suggested by Hilly to make separate bathroom with her maid because they think the Black and the White have different class and the also consider that the Black is dirty and have different color. Slavery or racism is worst though the society did not care.

According to White, Black was jackass which could not understand the best solution for them. They had not chance to choose

their self decision. However, they must choose the White decision which offered for them. The decision was marginalized them and unfair. They were the victim. They would not be free man who could choose their own solution in their problem. The White considered the Black is jackass and the White is the wise man.

Quotation in data 3 when Minny imagine her mother when she was child. Minny's mother also was a maid in the White home. Minny's mother mentioned one by one rule that the Black maid should do and not in the White house. This implies that being a servant is not an easy job.

Those rules contain discriminations to the Black maid. Such as White people are not friend of Black, the maid wasn't allowed to use the White's toilet, the Black maid must use the same eating stuffs everyday and put them in different cupboard, and never eat in the same table with the White. But no matter how much discrimination that the Black faced, they have to accept it because they are worry of their life. Cause the job field for Black people was limited. So, the only way to survive is being a maid or a slave.

In the other case, there also racial discrimination which is done by government or legalized system as mention in data 4 above is the conversation between Skeeter and Constantine when they talk about Constantine mother who had relationship with white man. Skeeter considers that what they did was a big mistake and it was also against

the law. The White think that marry with colored people will destroy the white origin, because the colored people bring dangerous disease and dirty.

There also cruel treatment which is done by the White to the Black people. It is stated in the following conversation from the novel as shown in data 5 when Skeeter Phelan asked Aibileen to help her writing a novel about the help life working with White people. Aibileen was afraid to do that because it would make her life in danger. She also mention how dangerous if she agrees to do that, such as the colored boy who was beaten with a tire iron for accidentally using the white bathroom and Shinelle's car which was burn up cause went down to the voting station.

b. Prejudice

The Help novel includes of some prejudices that shows on the sentences. Prejudice is presupposition of race relation toward Black people. White assumes that Black is fool and dirty. They could not be a teacher. They are poor man who commonly that they work at White as chief or slaves. They are a victim of many presuppositions in their society.

Quotations in data 6 and 7 explain how Hilly made judgment and thought that the Black is dangerous and carry different kinds of diseases. Those quotations also stated that make separate bathroom with the Black will protect the White families. White people in

Mississippi, United States assume that they are the best than other White people in any other area in United States.

Hilly presupposition toward Nigger that the fact she dislike Nigger. Hilly is one of White people who could not accept Black in their society. Hilly is one of White people who could not receive the guiltiness around her and considered that the Black is dirty and cannot supposed to have the same place such like bathroom.

c. Segregation

Segregation is a form of racial injustice which marginalized the minority group that is Black people. In 1960s, Black is a victim of White's discrimination. They are as minority group which always got difference attitudes in their society. In this case, put the segregation as racial injustice form which reject difference race.

The novel shows that segregation doesn't just mean that black and white people must live apart. It means that they can only interact in certain situations (mostly in which black people are serving white people in some capacity) and there are strict rules and norms about how they can act toward each other. Aibileen's description of the layout of Jackson helps us understand another aspect of segregation as mention in data 8.

Because black people were considered inferior by most whites, and by the law, they were only allowed access to inferior living conditions, products, and services. And because the jobs and

educational opportunities for black people were few, slices of that economic pie were hard to get hold of. Segregation negatively impacts every aspect of the lives of the black characters.

Data 9, 10, 11, and 12 also mention and describe the social condition of the separate society in Jackson Mississippi. How the side of neighbourhood between Black people and White people separate are separated. Those are also explaining indirectly that it is the legalized system in Jackson.

In the other case of segregation, not only the area where they live as can be seen in those data before but also the public services were also separated. In data 13, 14 and 15 explain about the segregation which happened in the society. Almost all of the public services such as hospital, grocery and library are separated each other. The Black is forbidden to enter the white area expect they wear their maid uniform to serve the need of their White bosses.

Those are in line with explanation of King (1995:132) that segregation is not only enforced by law, but also by various forms of physical violence. African Americans were forced to sit only in the back of buses and trains, use "black only" water fountains, and enter through the back doors of hotels and restaurants—if allowed to enter at all. Laws forced blacks to live only in certain sections of a town or city, be educated in separate schools, and obtain health care in separate

hospitals or wards. They were also excluded from some governmental jobs.

d. Expulsion

Expulsion is a cruel racial discrimination toward someone or a group. It is very annoyed to the victim.

Data 16 mention that one of the maids in Jackson was fired because of the book which Skeeter wrote with some maids in Jackson. The book contains the story about the White treatment to the Black maids. They told the bad treatments that they were faced when working in White's society. Because of the act of those maid, the White are angry and expulse the maid. It is the fatal guiltiness that could not be forgiven according to Whites. The cannot recive any mistake of the Black.

There also another expulsion found in the novel found in data 17. Miss Phelan gives cruel reaction to Lulabelle, Constantine's daughter. Lulabelle born like White. She has white skin doesn't like her Negro mother, Constantine. It's happened because Constantine's father was White man and it influenced Lulabelle to have white skin. Miss Phelan expulse Lulabelle because of her skin.

This case was embarrassing, a Negro act like white. Even though she has white skin but she was born from Black. It is actually against the law. She cannot live together in the same environment and pretending like a White.

2. The Causes of Racial Injustice Happened in Kathryn Stockett's *The Help*

The racial injustice with its various forms in Kathryn Stockett's *The Help* happened for some causes. The main cause of racial injustice is the attendance of racism of the belief that some racial groups are inherently inferior to others. In Kathryn Stockett's *The Help*, the racial discrimination is supported by some factors; they are social structural factors and social psychological factors.

a. Social Structural Factor

The black as the minority are stereotyped by the society as the people who are in low position. The majorities attend to characterized them with the lower class' characteristics. It is worse because the majorities have the media to publish and perpetuate various negative stereotypes.

Based on data 18, Hilly uses newsletter to publish her initiative to all residents in Jackson. She has the authority to regulate Skeeter because of his position as chairman of the Junior League has a considerable influence on the environment. For that she uses a newsletter that they manage to spread the influence and one-sided thinking on black people. Hilly made is kind of Home Help Sanitation Initiative to protect white people from the threat of diseases brought by black people. The people who read the newsletter then begins to have prejudice to them and unconsciously made them discriminated them as the black.

Social structural factor is also influenced by the way how the society views the black people. The people physical characteristic becomes important in this case. It has taken great attention from the people who then differentiate the people status according to it.

Data 19 also described one of the social structural factor which cause racial injustice. In the data, Skeeter and Aibileen discuss about Constantine's daughter, who was born with a body like white people. Although Lulabelle born with white skin, people still cannot treat it like the other white people. That is because he was born of the womb of a black skin. Based on the quote above, Lulabelle not welcome in white orphanage because it was known that she was the son of a Negro. Case like that is a violation, so that Constantine should be willing to separate from her own daughter.

b. Social Psychological Factors

Social psychological factors which support the racism becomes racial discrimination is stereotype. A stereotype is a thought that may be adopted about specific types of individuals or certain ways of doing things, but that belief may or may not accurately reflect reality. However, this is only a fundamental psychological definition of a stereotype (William, 2012:427).

Because stereotypes simplify and justify social reality, they have potentially powerful effects on how people perceive and treat one

another (Banaji, 2002:151). Underneath are the quotations which are mention about stereotype of black people:

In this part, data 20 illustrate how white people view black people are so dirty. In that quote, Hilly as white questioned Elizabeth about how if Mae Mobley school with black children, what if the blacks living in the same neighborhood with them? Hilly is worry if it really happened. Because at first white people already think that black people are dangerous.

As a result of this, the stereotype has been reinforced that blacks cannot organize themselves. The white assumed that blacks have to be watched, also reinforces this stereotype. Blacks, in fact, feel intimidated by the presence of whites, because of their knowledge of the power that whites have over their lives. One white person can come into a meeting of black people and change the complexion of that meeting.

3. The Relationship Between Racial Injustice In Kathryn Stockett's *The Help* And Racial Injustice In The Real Condition Of Black People In The South America In 1960s

Racial injustice in Kathryn Stockett's *The Help* has reflected the condition of racial injustice in the South America in 1960s. In the history, racial injustice is one critical problem in America before civil war. There are some stories in the novel which reflected the condition of the real condition happened before civil war as the time when the racial discrimination happened in South America.

Based on the data 21, it is mentioned about Jim Crow rule which explain more the rule might obey by the Black. This rule is an aggravating circumstance by the Black to receive their rule. In Jim Crow's rule The Black had not space to develop their ability and talent. Moreover they have had freedom to do something and Jim Crow considered Black as residue. The White distinguished of service to Black or they would distinguish them to anything. For them Black as low class had no special service and did not respect them and it was fair for them. The Black might respect and emphasized the White and the White could not do as same as.

Beside the cases of Jim Crow law which was happened in 1960's the also important moment of civil right movement at that time. It was Medgar Evers' death as mention in data 22.

This is an important event in the novel, seen mostly through Aibileen's eyes. She comes home late from work from the Leefolts' on the night of Evers's assassination. She listens to the news of his death on the radio at Minny's. His assassination is important to the setting of the novel because it marks an increase in the racial tensions in Jackson. In terms of the major plot of *The Help*, this makes the book Aibileen and Skeeter want to write much more dangerous for them, but also much more important. Like Evers, Skeeter, Aibileen, and, eventually, Minny agree it's worth the risk.

The death of Evers also helps show the differences in the way the black and white communities of Jackson perceive current events. For the

black community, Evers's death is a major historical event. For the white community, it's not something to even be discussed. Even Skeeter doesn't seem to really get its importance.

Many of these events are woven seamlessly into the novel in discussions and ruminations by the narrators. While these activities brought hope to members of the black community, they made Evers an enemy of whites wanting to preserve Jackson's status quo. He was constantly on the receiving end of death threats, and Evers, completely aware of the danger he faced, was shot to death in his driveway on June 12, 1963. His killer, Ku Klux Klan member Byron De La Beckwith, was, *finally* convicted and sentenced to life in prison 31 years later, in 1994 (Peeples. 2003).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After analyzing the data, the researcher has conclusions and suggestions related to the result of the previous chapters. In this chapter, the researcher explain the conclusion of all analyses.

A. Conclusions

After analyzing the social condition in Kathryn Stockett's *The Help*, it can be concluded as follows:

1. In *The Help* novel, the researcher found out the racial injustice that it is included of the form rejection of race relation namely prejudice, discrimination, segregation, and expulsion.
2. According to the theory of racism, the analysis comes to the results that the causes of racial injustice in Kathryn Stockett's are supported by the social structural factors and social psychological factors. The first is known from the fact that the black as the minority are characterized with the lower class. The second is known from stereotypes in the society. Stereotypes is an individual characteristic, but it contributes very much to the social psychology which then caused the racial discrimination.
3. The relation between racial injustice in the novel and the real condition in South America reflected in Jim Crow's law where every single part of the or and public services must be separate between White and Black. It's also the rule that mentions what the Black should do or not. In addition,

the moment of Medgar Evers death; the civil right movement figure in 1960s also stated in the novel.

B. Suggestions

The study that is done by the researcher is not a complete study because literature study will never come in the final. This research need to the further study that will develop it in the next time. Hopefully, there are some researchers that interested in studying it further, so the researcher suggests the following items for them:

1. For the reader of Kathryn Stockett's *The Help*, they may do the other research using this novel because this novel is very rich, it has some themes that are very interesting to be research.
2. For the next researcher who uses this novel, they may do the research in social aspect of this novel because like one interpreter that has given the comment in the beginning of the novel, this novel is social history of South America. So, the historical approach can be used in analyzing the social condition in this novel.
3. For the reader of this research, this novel proves the fact that every society has its own structure, system and social problems. So, people must not be surprised in facing some differences in some different societies in their life.

These are the suggestions of the researcher after finishing the research on Kathryn Stockett's *The Help*. The last statement, the researcher hopes this research will be useful for everybody.

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BIOGRAPHY



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Because she was interested in studying English, she enrolled at State Islamic University (UIN) Alauddin Makassar and took English and Literature Department (BSI) of Adab and Humanities Faculty. Besides that, she was ever an active member in some organizations in campus such as UKM Seni Budaya eSA in 2009 and got a chance of being Secretary of the organization in 2012, member of Badan Executive Mahasiswa (BEM) in 2010 and also followed an Islamic organization which was HMI.

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